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ABSTRACT

This book of essays explores the explicit and hidden curriculum of sexuality from kindergarten through college. The 15 interrelated essays challenge conventional assumptions regarding sexuality and the curriculum by applying non-traditional perspectives to traditionally unresolved problems while proposing specific curricular strategies and alternatives. It has a multicultural emphasis and integrates curriculum theory into sexuality education practice. The book is divided into four parts, plus two forewords, an introduction and commentaries on the four sections. Contents include: "Foreword: Sexuality Education in Policy and Practice" (Debra W. Haffner); "Foreword: Border Anxiety and Sexuality Politics" (Peter McLaren); "Introduction" (James T. Sears); Part 1, "Foundations for Sexual Inquiry" includes: (1) "Dilemmas and Possibilities of Sexuality Education: Reproducing the Body Politic" (James T. Sears); (2) "Ideological Conflict and Change in the Sexuality Curriculum" (Dennis L. Carlson); (3) "Sexuality and Censorship in the Curriculum: Beyond Formalistic Legal Analysis" (James Anthony Whitson); and "Commentary: Whose Sexuality Is It Anyway?" (Marianne H. Whatley); part 2, "Gender and Sexuality" includes: (4) "Learning to Be the Opposite Sex: Sexuality Education and Sexual Scripting in Early Adolescence" (Mara Sapon-Shevin; Jesse Goodman); (5) "Bitter Lessons for All: Sexual Harassment in Schools" (Eleanor Linn; Nan D. Stein; Jackie Young; Saundra Davis); (6) "Talking about Talking about Sex: The Organization of Possibilities" (Christine LaCerva); (7) "The Impact of Culture and Ideology on the Construction of Gender and Sexual Identities: Developing a Critically Based Sexuality Curriculum" (James T. Sears); (8) "Teaching College Students about Sexual Identity from Feminist Perspectives" (Mary Margaret Fonow; Debian Marty); and "Commentary: Why Should We Care about Gender and Sexuality in Education?" (Susan Shurberg Klein); part 3, "Making Meaning of Sexuality in the Schools includes: (9) "Sexuality Education for Immigrant and Minority Students: Developing a Culturally Appropriate Curriculum" (Janie Victoria War; Jill McLean Taylor); (10) "Inside a Ninth-Grade Sexuality Classroom: The Process of Knowledge Construction" (Bonnie K. Trudell); (11) "Discussing Sexuality in a Language Arts Class: Alternative Meaning-Making and Meaning-Making as an Alternative"

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(Diane D. Brunner); and "Commentary: What's 'Left' in Sexuality Education" (Lynn Phillips; Michelle Fine); part 4, "Problematics of Change" includes (12) "Integrating Cognitive, Affective, and Behavioral Approaches into Learning Experiences for Sexuality Education" (Patricia Barthalow Koch); (13) "School-Based HIV/AIDS Education: Is There Safety in Safer Sex?" (Jonathan G. Silin); (14) "Ill-Structured Problems: Reconsidering Teenage Sexuality" (Diane Lee; Louise M. Berman); (15) "Sexuality Education--In Whose Interest? An Analysis of Legislative, State Agency, and Local Change Arenas" (Ruth F. Earls; Joanne Fraser; Bambi Sumpter); and "Commentary: Administrators as Barriers to Change?" (Charol Shakeshaft). (EH)

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